

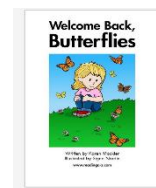
Please see the standards-based activities to complete with your child on the eLearning Day. Have your child select activities to complete at home for each area to count as attendance for the day we would have spent at school.

Child's Name: _____ **Teacher:** _____

Kindergarten English Language Arts Activities: Please choose 3 of the activities listed to complete. Check the items your child completes.

I Can Statements

- I can ask and answer questions to understand the text.
- I can make predictions.
- I can identify author's purpose.
- I can identify short /a/ vowel sounds.



_____ **Activity 1: Making Predictions-** Using the recording sheet provided, have your child write or draw a prediction about the story in each butterfly. If your predication is confirmed while reading, have them write a check mark above the butterfly. Read the story to your child, or listen to your child, read the story "Welcome back, Butterflies."

_____ **Activity 2: Think, Collaborate, and Discuss-** Read the story to your child, or listen to your child, read the story "Welcome back, Butterflies." Using the discussion cards provided, have your child choose three cards and write a response.

_____ **Activity 3: Author's Purpose** -Write some of the information learned as you read the book.

_____ **Activity 4: Short /a/ sound-** Using the recording sheet, have your child add the letter /a/ to complete each word and read the words aloud.

_____ **Activity 5: Fiction Writing-** Have your child to draw a picture of a face that shows a feeling. Under the picture, write two sentences telling about their picture.

_____ **Activity 6 (Optional):** Access LexiaCore5 and complete a minimum of 15 minutes of instruction. Please refer to login information sent home previously.

Reading Standards

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

Writing Standard

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Kindergarten Math Activities: Please choose 3 of the activities listed to complete. Check the items your child completes.

I Can Statements:

- I can describe objects positions using terms above, below, beside, in front of, etc.
- I can explain the relationship between numbers and quantities.
- I can decompose (break apart) numbers to 10 using objects or drawings.
- I can count to 100 starting at any number.

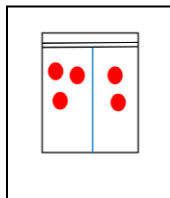
Activity 1: Fast Five

Cut out a set of cards for each partnership. Children place cards face up on the table and take turns (or race) to find pairs of cards that equal 5.

0	1	2	3
4	5	0	1
2	3	4	5
	•	••	•••

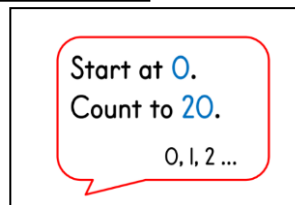
Activity 2: Addition Bag

Use the bag to decompose the number five.



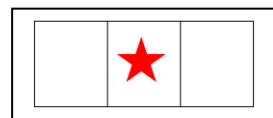
Activity 3: Counting Cards

Pick a card from the pile. Count to the number on the card.



Activity 4: Pattern Block Barrier Game

Work with a partner and give direction on where to put his/her object. See if your partner has their object in the same place as you.



Activity 5: Domino Addition

Use the domino cards to help you find the sum.

Activity 6 (Optional): Access Dreambox Learning and complete a minimum of 15 minutes of instruction. Please refer to login information sent home previously.



Math Standards

K.ATO.5 Add and subtract fluently within 5.

K.NS.2 Count forward by ones beginning from any number less than 100.

K.G.1 Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind.

K.NS.4 Understand the relationship between number and quantity.

K.NS.3 Read numbers from 0 –20 and represent a number of objects 0 –20 with a written numeral.

K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.

Kindergarten Science Activities: Please complete the Science activity for today. Check and initial the item once your child completes it.



I Can Statements:

- I can distinguish living things from non-living things
- I can tell that living things grow, eat and breathe.

_____ **Activity: How can you tell if something is living or nonliving?** What do all living things have in common? Talk about it to someone. **Is it living?** Write yes or no to complete the chart located in the Science Resource section.

Kindergarten Science Standards

- Distinguish living things from non-living things.
- Knows living things can grow, eat and breathe.

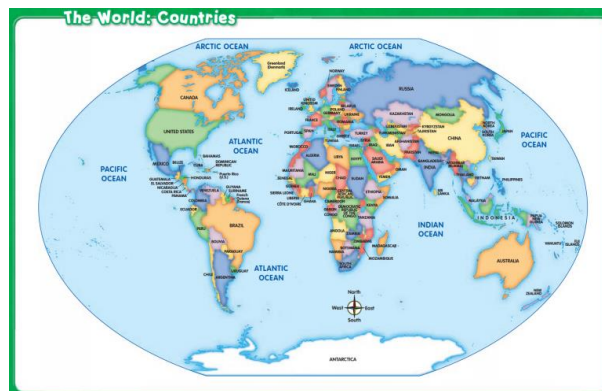
Kindergarten Social Studies Activities: Please choose 1 Social Studies activity to complete. Check and initial the item your child completes.

I Can Statements:

- I can read a map by using map symbols.
- I can find my school, home, neighborhood, city, and state on a map.
- I can create a map of places I go often (home, school, and neighborhood)
- I can make connections to the places I go to.
- I can find natural places on a map such as rivers, land, and mountains.

_____ **Activity 1:** Read Lesson 1 and create a poem about a special place you would like to go.

_____ **Activity 2:** Read Lesson 2. Color the water on the globe blue and the land green or brown. Ask someone to help you find the United States on the globe. If you have access to the internet, explore different locations using Google Earth.



Social Studies Standards

K-1: The student will demonstrate an understanding of his or her surroundings.

K-1.1 Identify the location of his or her home, school, neighborhood, and city or town on a map.

K-1.2 Illustrate the features of his or her home, school, and neighborhood by creating maps, models, and drawings.

My child has completed the required learning activities during the eLearning day. This paper must be returned to your child's teacher within 3 school days of the eLearning day.

Parent Signature

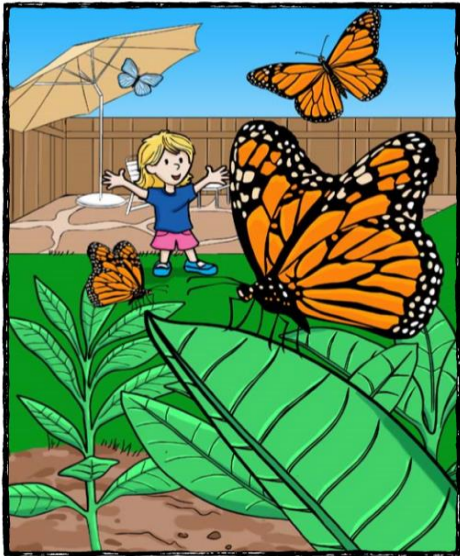
Date

ELA Resources:

Welcome Back, Butterflies

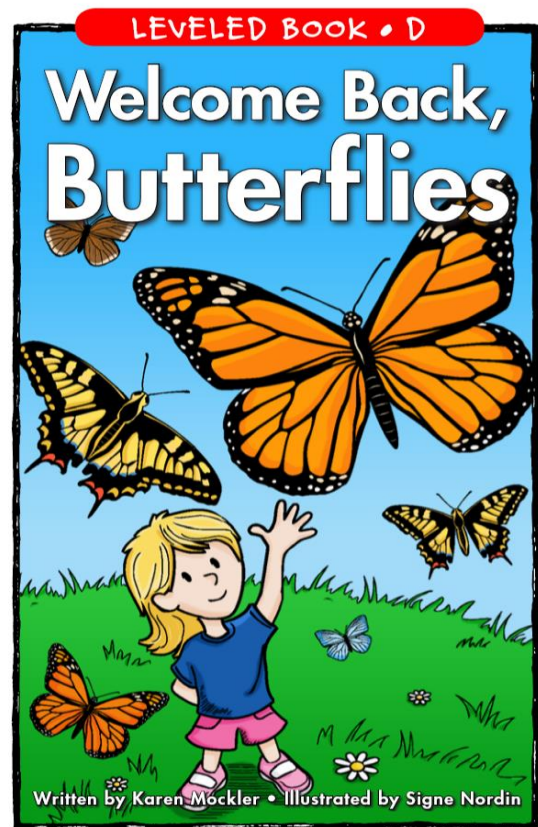
A Reading A-Z Level D Leveled Book

Word Count: 77



Reading a-z

Visit www.readinga-z.com
for thousands of books and materials.



www.readinga-z.com



I love butterflies.
I love the orange and
black ones.

Welcome Back, Butterflies • Level D

3



In the fall, they fly south.
They fly away from me.

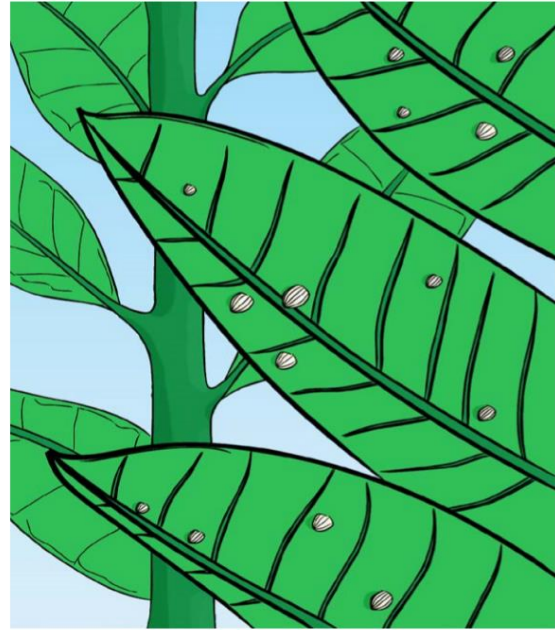
4



In the spring, they
fly north.
They fly back to me.

Welcome Back, Butterflies • Level D

5



They fly back to lay
their eggs.
They need the right
plants for their eggs.

6



I plant seeds in my yard.
I water the seeds.

Welcome Back, Butterflies • Level D

7



I watch the seeds sprout.

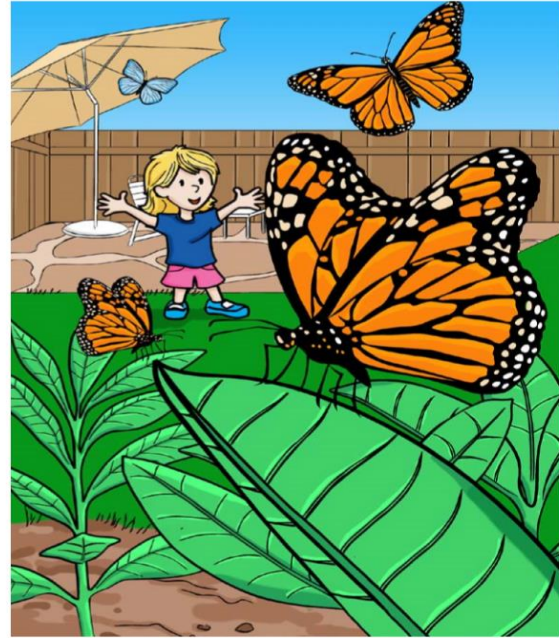
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I watch the plants grow.

Welcome Back, Butterflies • Level D

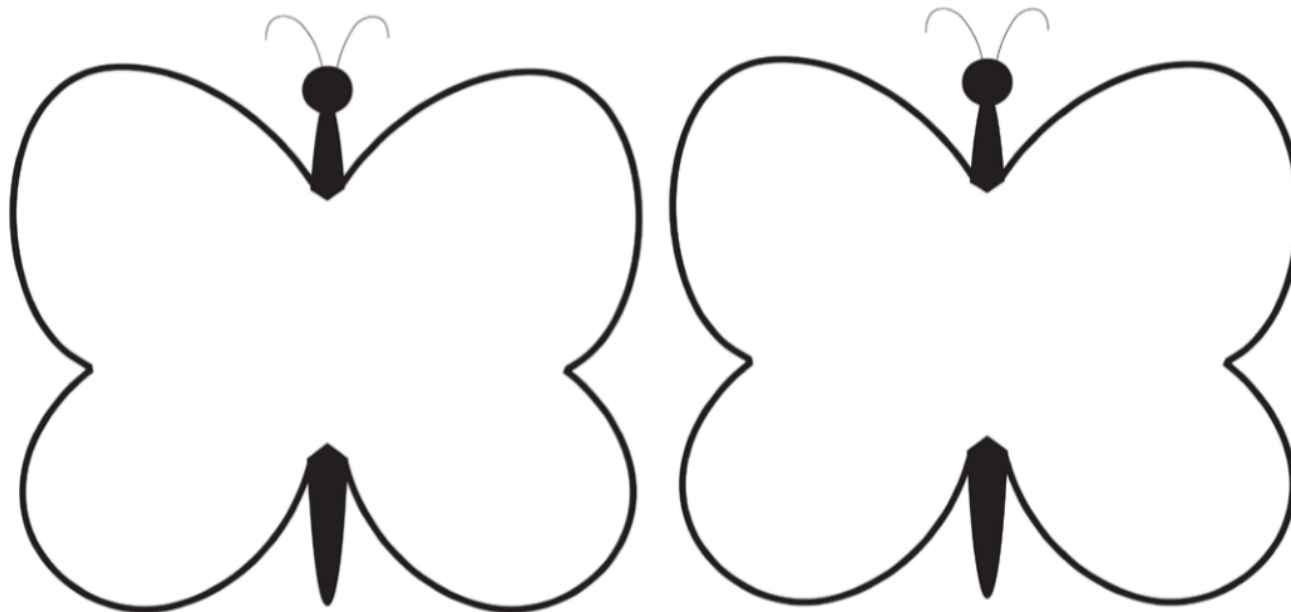
9



My yard has the right
plants now.
Welcome back, butterflies!

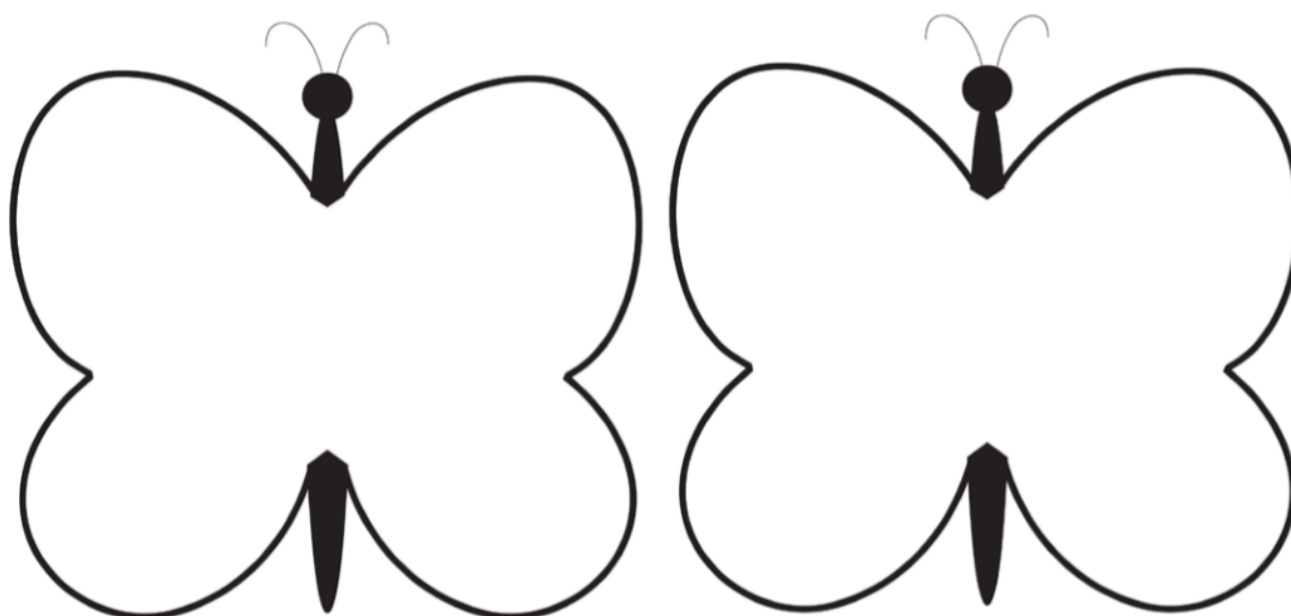
10

Name _____



WELCOME BACK, BUTTERFLIES • LEVEL D • 1

My Predictions



SKILL: MAKE, REVISE AND CONFIRM PREDICTIONS

Instructions: Have students draw a prediction about the story in each butterfly. If the prediction is confirmed while reading, have them write a check mark above the butterfly.

Welcome Back, Butterflies

Level D

The girl in the
story loves
butterflies.
How can
you tell?

 Reading a-z

Analyze

Welcome Back, Butterflies

Level D

*Butterflies are
the best insects
in the world.*
Is this statement
a fact or
an opinion?
How do
you know?

 Reading a-z

Fact or Opinion

Welcome Back, Butterflies

Level D

What happened
just after the
plants started
to grow?

 Reading a-z

Sequence Events

Welcome Back, Butterflies

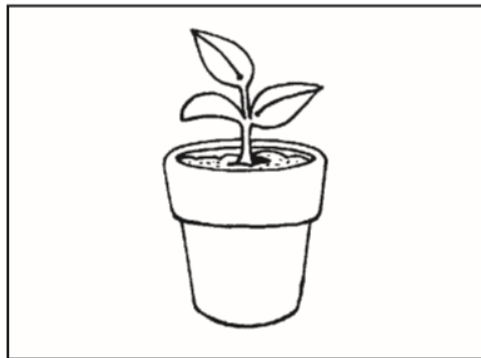
Level D

What are some
other animals
that you might
want to attract
to your yard?
How would
you get them
to come?

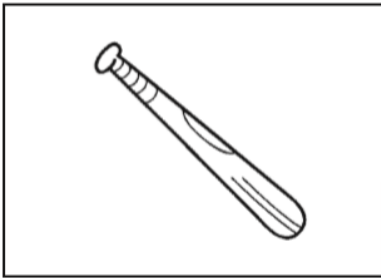
 Reading a-z

Create

Name _____



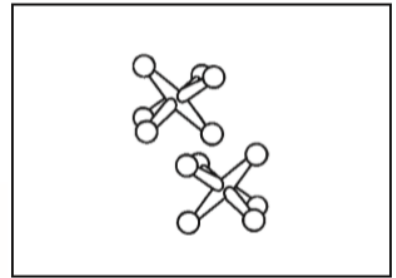
plant



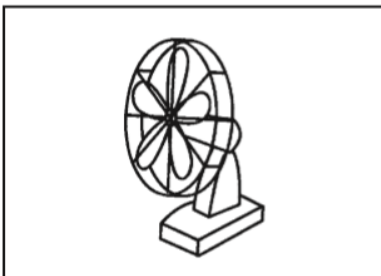
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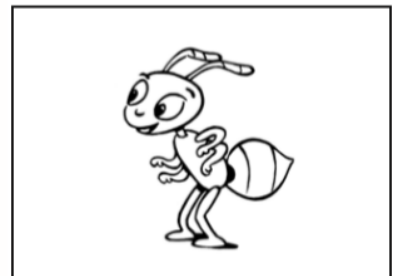
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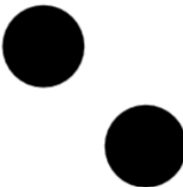
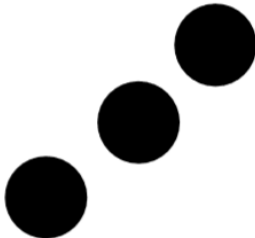
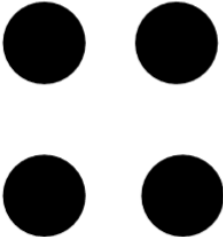
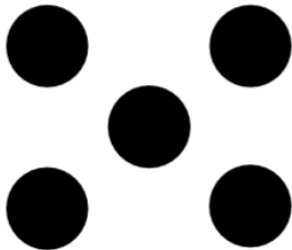


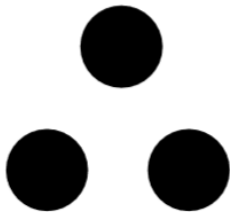
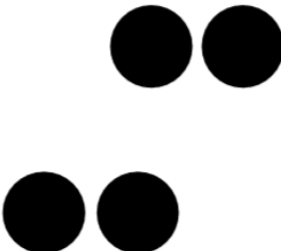
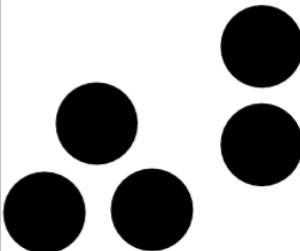


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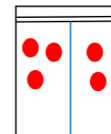


nt

Instructions: Have students add the letter *a* to complete each word. Then have students read the words to a partner.

0	1	2	3
4	5	0	1
2	3	4	5
			
			
			

Addition Bag



Materials: transparent sandwich bags with line drawn down center, counters

1. Put 5 counters into your bag. Close the bag.
2. Move the counters to make two sets, one on each side of the line.
3. Record your work. Show how many counters are on each side of the line. Show how many counters in all.
4. How many different ways you can find to move the counters into two sets?
5. Repeat with a different number of counters in the bag.

Counting Cards

Materials: Counting Cards, 0-100 number grids, pencils

1. Work with a partner. Choose a Counting Card and read the instructions together.
2. Put your pencil on the starting number on your number grid.
3. Count out loud as you point to the numbers in the sequence with your pencil.
4. Repeat with different cards.

Start at 0.
Count to 20.
0, 1, 2 ...

Start at 0. Count
by tens to 50.
0, 10, 20 ...

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Start at 20. Count
backwards to 0.
20, 19 ...

Start at 0.
Count to 13.

0, 1, 2 ...

Start at 0.
Count to 15.

0, 1, 2 ...

Start at 0.
Count to 17.

0, 1, 2 ...

Start at 0.
Count to 19.

0, 1, 2 ...

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Start at 0.
Count to 10.

0, 1, 2

Start at 0.
Count to 12.

0, 1, 2

Start at 0.
Count to 14.

0, 1, 2 ...

Start at 0.
Count to 16.

0, 1, 2 ...

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Start at 0.
Count to 20.

0, 1, 2 ...

Start at 0.
Count to 23.

0, 1, 2 ...

Start at 0.
Count to 25.

0, 1, 2 ...

Start at 0.
Count to 27.

0, 1, 2 ...

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Start at 0.
Count to 30.

0, 1, 2 ...

Start at 0.
Count to 35.

0, 1, 2 ...

Start at 0.
Count to 40.

0, 1, 2 ...

Start at 0.
Count to 46.

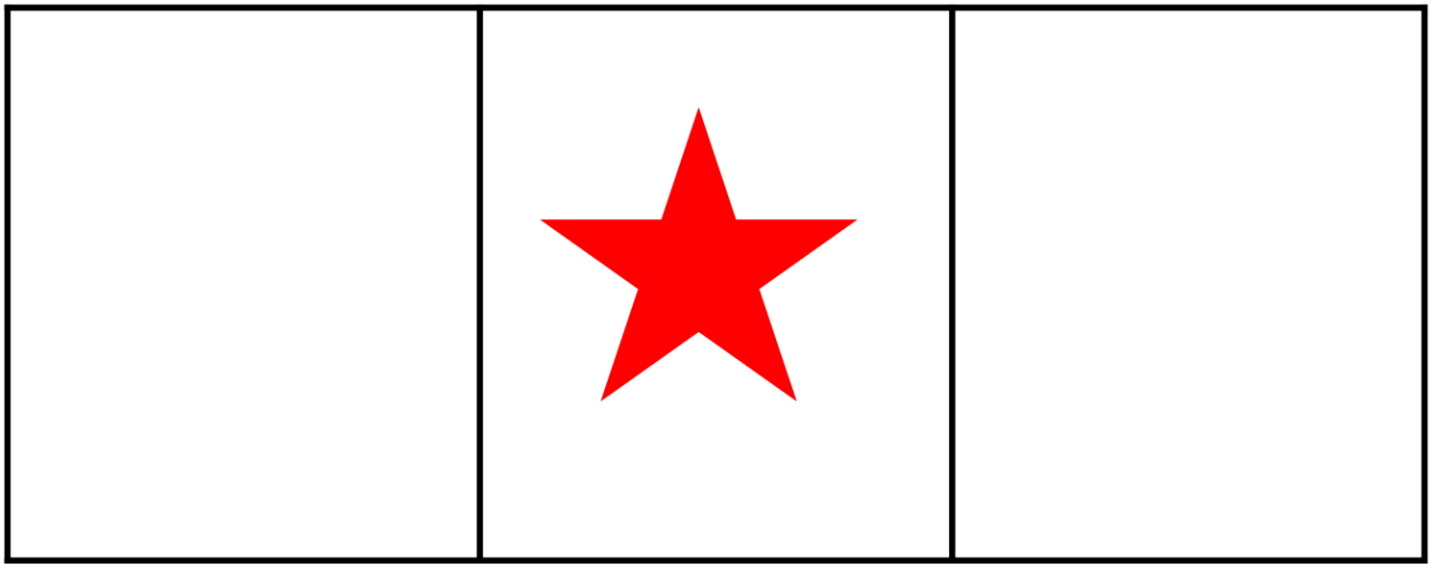
0, 1, 2 ...

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Pattern Block Barrier Game

Materials: Barrier Game grid for each player, pattern blocks, divider for each partnership

1. Work with a partner. Sit opposite each other with a divider standing between you.
2. Player 1: Place one pattern block in each space on your grid without letting your partner see your work. Tell your partner how to place pattern blocks to match your grid. Use the names of the pattern blocks and positional language to describe where to place them.
3. Remove the divider and look at the two grids to see if they match.
4. Swap roles and play again.

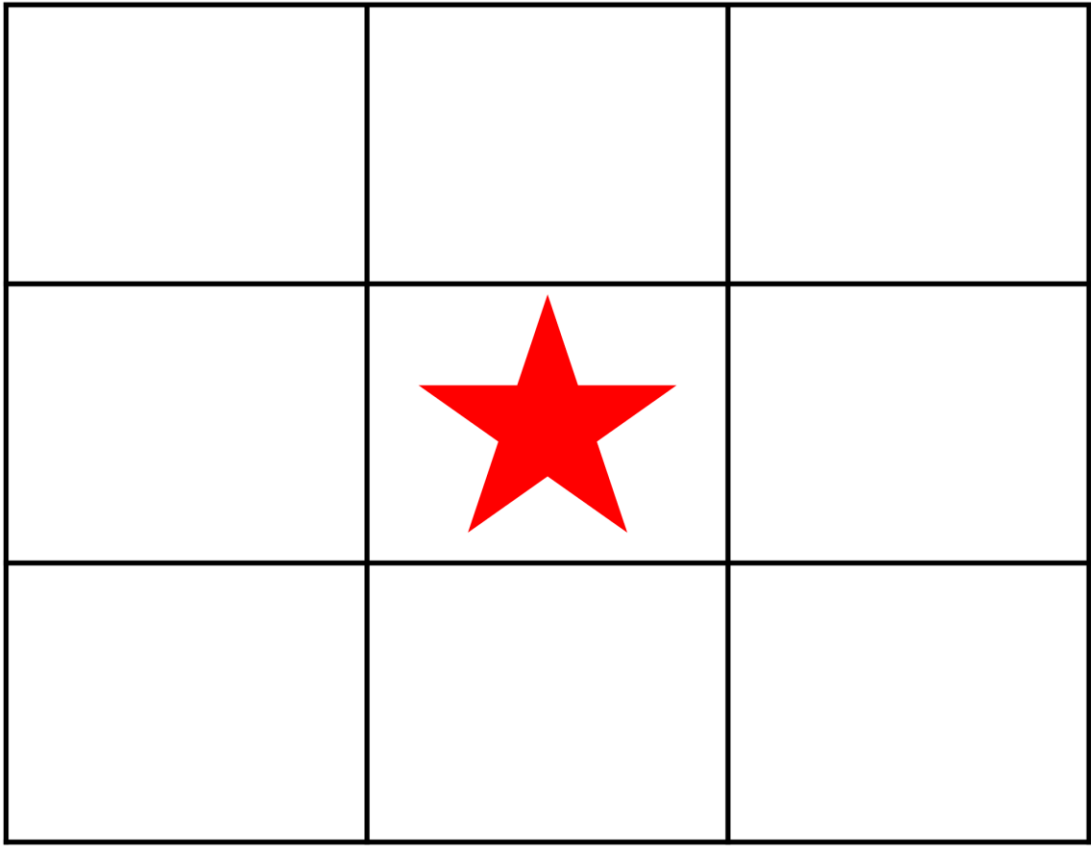


Put a _____ in
the first box.

Put a _____ in
the second box.

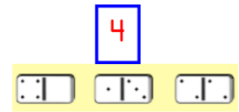
Put a _____ in
the third box.

Put a _____ in
the middle box.



Activity 5

Domino Addition



Materials: dominoes, numeral cards (1-12)

$$4 + 0 = 4 \quad 1 + 3 = 4 \quad 2 + 2 = 4$$

1. Choose a numeral card (1-12).
2. How many different dominoes can you find with this number of dots?
3. Draw each domino you find. Write an addition equation to show how many dots on each side of the domino and how many dots in all.
4. Repeat with a different numeral card.

I found ____
dominoes with ____
dots in all.

I found ____
dominoes with ____
dots in all.

I found ____
dominoes with ____
dots in all.

I found ____
dominoes with ____
dots in all.

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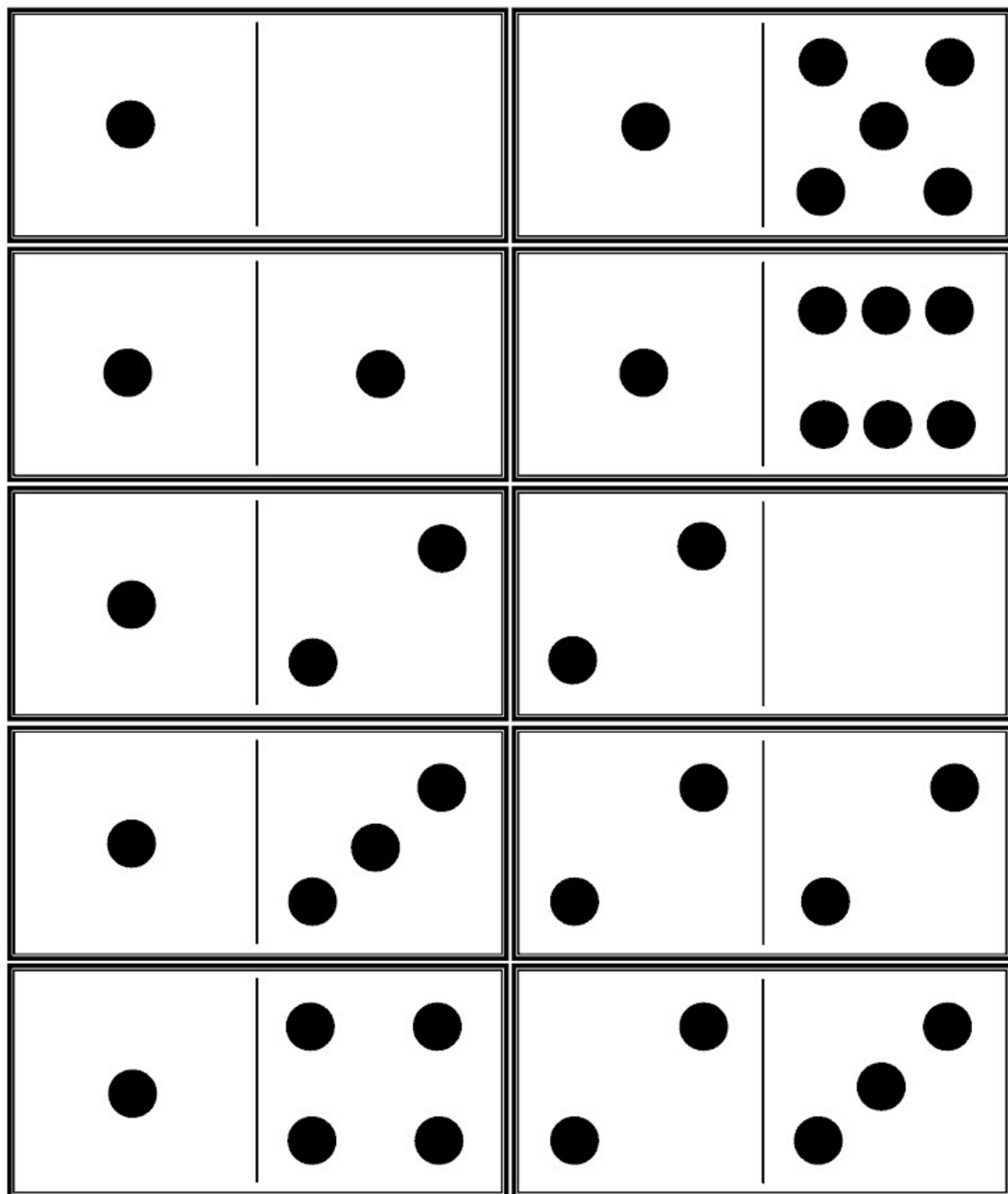
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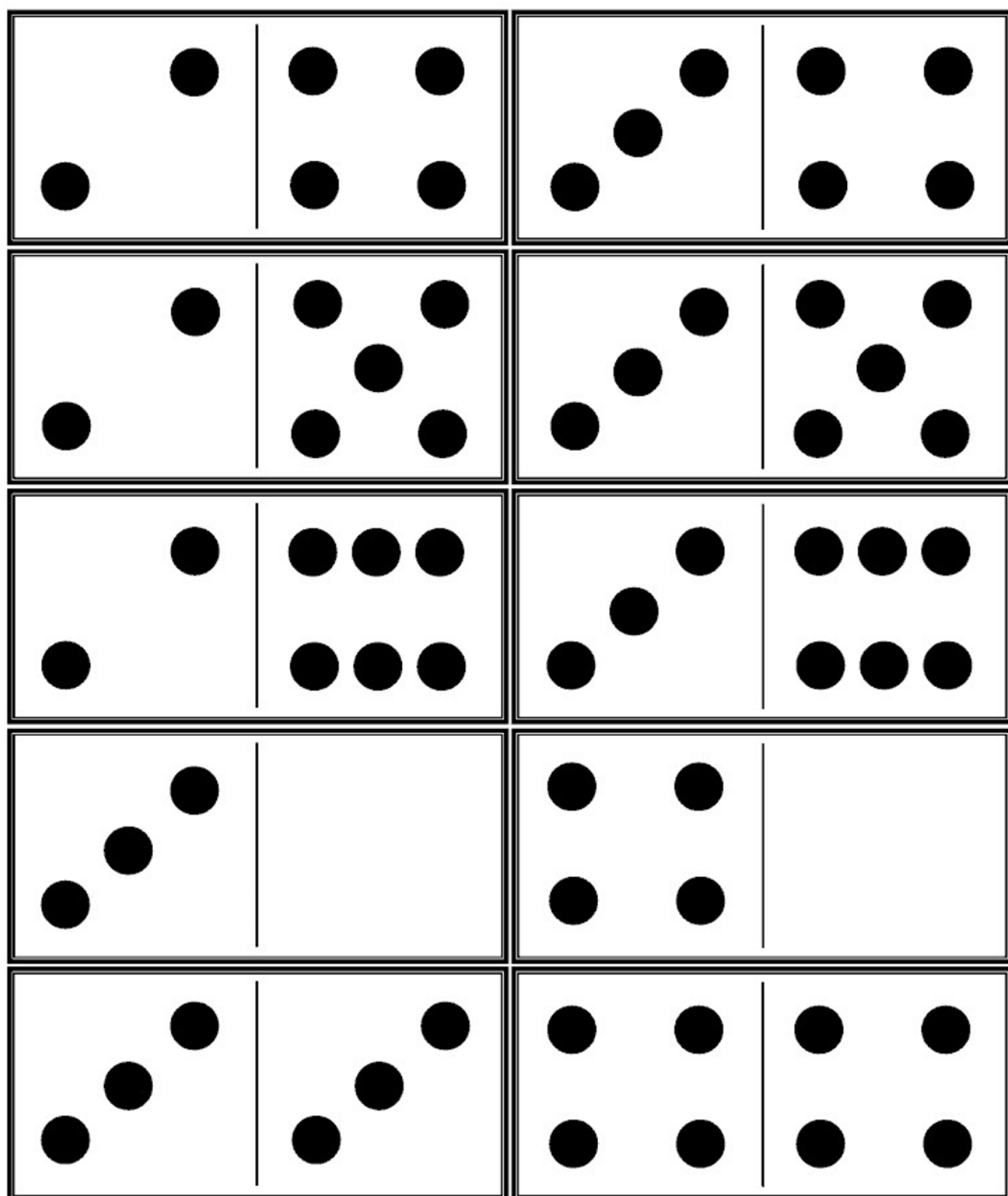
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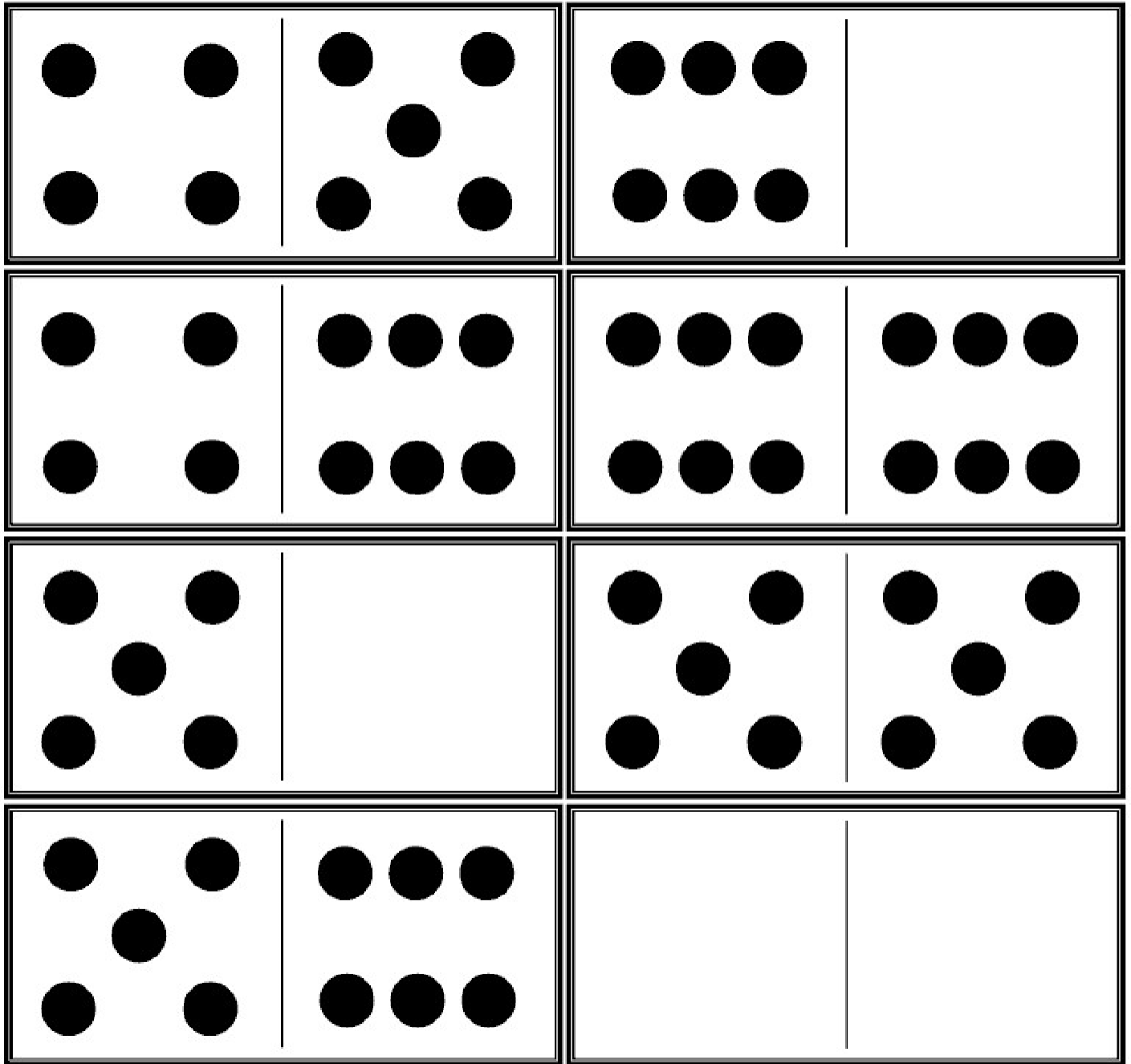
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Science Resource:

Activity 2

Is it living? Write yes or no to complete the chart.

	Does it grow and change?	Does it breathe?	Does it need food and water to survive?
			
			
			
			

Social Studies Resources

Activity 1

Lesson 1



Essential Question

How do we find places?



Sam knows a poem about special places to go. Listen to the poem and then say it together.

I love where I live! There is so much to do—
the library, beach, forest, or zoo.
All the places to go—I've just named a few!
Time for a trip! Where to go? Here's a clue!



Circle the name
of the place
they are going.

bakery



library



zoo



Analyze Visuals

What does the illustration
tell you about where the
buddies are going?

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Name_____

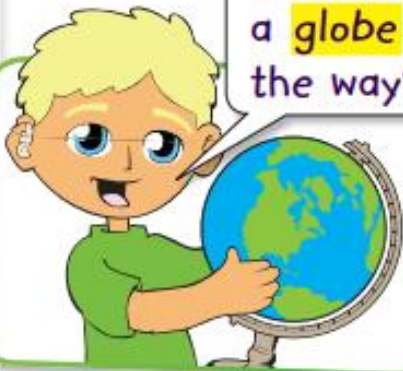
Write a poem about a place you would like to visit.

Activity 2

Lesson 2

★ The library is a great place for a field trip! Sam has an idea about how to find the way. What do you think?

What if we use a **globe** to find the way?



No. A globe is a model of the Earth. It shows us what Earth looks like, but it doesn't show us where the libraries are.

THINK • PAIR • SHARE

Why isn't the library on the globe?



But, a globe can show us where land and water are!

Image: Shutterstock



Color the water on the globe blue. Color the land on the globe green or brown.